

Special Note

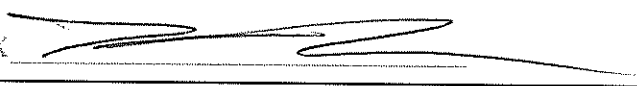

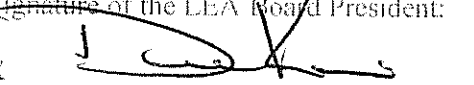
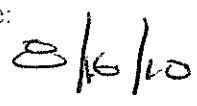
The purpose of the SIG application is to have a clear and understandable picture of the implementation plan that the LEA intends to put into place and accomplish. In order to do this, an LEA may find it necessary to add more narrative to their plan to clearly articulate the ideas represented in the application. Please feel free to add such narrative.

LEA Application Part I

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Harper Woods Middle School	Applicant's Mailing Address: 20225 Beaconsfield Harper Woods, MI 48225
LEA Contact for the School Improvement Grant Name: Mr. Todd Biederwolf Position and Office: Superintendent Contact's Mailing Address: 20225 Beaconsfield Harper Woods, MI 48225 Telephone: (313) 245-3000 Fax: (313) 839-1249 Email address: <u>todd.biederwolf@hwoods.k12.mi.us</u>	
LEA School Superintendent/Director (Printed Name): Mr. Todd Biederwolf	Telephone: (313) 245-3016
Signature of the LEA School Superintendent/Director: X 	Date: 
LEA School LEA Board President (Printed Name): Mr. David Kien	Telephone: (313) 245-3016
Signature of the LEA Board President: X 	Date: 
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

i District Name: Harper

District Code: 82320

ISD Code: 82

ISD/RESA Name: Wayne
RESA

FY 2010

School Improvement Grant – Section 1003(g)

District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

☐ 1 **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

SCHOOL	NCES	TIER	TIER	TIER	INTERVENTION (TIER I AND II ONLY)			
NAME	ID#	I	II	III	turnaround	restart	closure	transformation
Harper Woods Middle School			X					X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)
- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.** (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."

Harper Woods Middle School has identified the Transformational Model as the model that best aligns with the school's capacity to significantly improve student achievement following the implementation of the components contained in this model. The Transformational Model indicates a change in building leadership is required. The Position of Middle School Principal is in the process of being filled. Candidates have been interviewed with extensive background in the school improvement process. The new principal will be employed and begin his/her employment on or before August 25th 2010 and begin the work associated with the SIG.

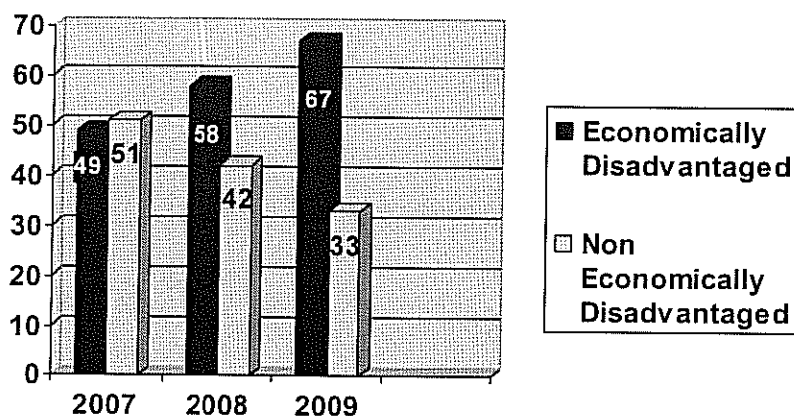
As the information that follows in this application will clearly reflect, we believe the selection of the Transformational Model to be highly appropriate. While we fully embrace our responsibility for significant improvement in student achievement, the presence of several positive indicators establishing the school's capacity of growth serve as the fundamental basis for the decision not to recommend the closure or restart models. These positive indicators contained in the student achievement data of the school include a 27% increase in reading of previously proficient student's performance on the MEAP and 78% increase in reading of previously non-proficient students. In math students who were previously proficient on the MEAP improved by 7% and those that were not previously proficient improved by 22%.

Further, we believe that student achievement data reflects the capabilities and capacity of the staff to make significant instructional reforms that will reduce an overall trend of declining proficiency and an equally concerning trend of a high percentage of students (both previously proficient and non-proficient) who have declined in their proficiency. In support of this belief, the application will reflect that the principles of teacher collaboration are emerging among the staff via the implementation of a Professional Learning Community (PLC) to allow further cooperation among teachers. In addition, Harper Woods Middle School staff will coordinate district curricular expectations between the elementary, middle, and high school. The application will also reflect a low teacher absenteeism rate (94% daily attendance rate) as further evidence of the commitment to student achievement that is operational among the current staff.

Despite these indicators, however, achievement remains unacceptably low. Many students are newly enrolled in the

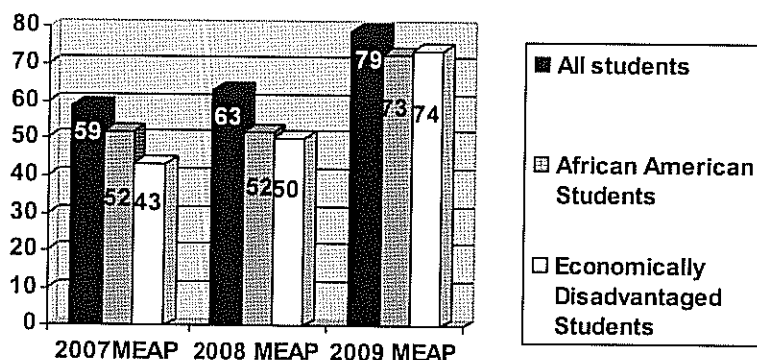
district annually. As a direct outcome of mobility in the student population, the percentage of economically disadvantaged students has risen significantly.

Harper Woods Middle School Economically Disadvantaged Enrollment Percentage (Grade 7 & 8)

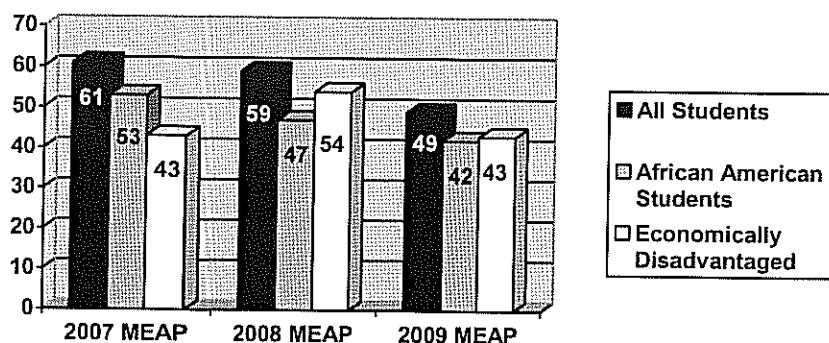


Multiple NCLB subgroups emerged during the 03/04 school year. Although there are not homeless or special education subgroups at this time, these populations have shown steady increase over recent years.

Harper Woods Middle School Subgroup MEAP Reading Proficiency Percentage



Harper Woods Middle School Subgroup MEAP Math Proficiency Percentage



Unfortunately, the capacity of the school to effectively meet the learning needs of all students given the declining financial resources of the district has not been supported by the necessary resources. The staff fully supports the development of additional instructional programs designed with sufficient operational flexibility as to enable them and their students to perform at a higher level.

As further support for our decision to embrace the Transformational Model, recent legislation approved in the state of Michigan enables the district and the school, in partnership with the Harper Woods Educational Association (EA), to embed student achievement data as a component of the teacher and administrative evaluation process. We are cognizant of the new state statute and are actively engaged in negotiating with the EA regarding the evaluation process. There is a letter of agreement between administration and the EA in accordance with the current state statute. The outcome of this reform will enable an accountability model to become operational within the school. All of these factors make the Transformational Model the school improvement model to enable continuous improvement.

2. **NOT APPLICABLE** If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ (http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc)
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels
- ✓ A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

3. The school will utilize the School Improvement Grant funds to energize and expand several strategies that have been "partially implemented", but have not become highly functional.

These would include:

- Developing and increasing teacher and leader effectiveness as measured in student achievement data by:
 - Ensuring that the instruction aligns to the curriculum and the assessments used by applying data in the identification of instructional programs to be implemented
 - Effectively utilizing technology to teach state standards and strengthen student engagement,
 - Providing ongoing high quality job embedded PD
- Analysis of multiple measures of student data (MEAP, Scantron Performance Series, common assessments, surveys) will drive instruction and determine interventions
 - Formative and summative assessments will be utilized on an on going basis to assess

student achievement.

- a. Formative assessments will consist of- teacher created assessments, think pair share, dip sticking, use of student response systems, and Marzano's key words as part of the ongoing PD
 - b. Summative- Course exams, common assessments, Scantron Performance Series and MEAP
 - o Class A data will be available to teaching staff for curriculum and student instruction
- Create a culture of accountability within the school and the district with a focus on outcomes by:
 - o Consistently completed surveys by staff, students, parents/guardians and all other stakeholders to guide the decision making process
 - o A teacher evaluation plan is being developed that is aligned with most recent state statute
- Providing the school sufficient autonomy and operational flexibility to function within the Transformational Model
- Increase student, family and community responsibility for student achievement by:
 - o Increasing student learning time for non proficient and those declining in proficiency on the MEAP
 - o Providing opportunities for family and community engagement in the learning process (Open House, Parent/Teacher conferences, Science Fair, 6th grade Orientation, New Student Orientation, Electronic and Print Editions of Parent Newsletter)

SIG Interventions-Harper Woods Middle School

Program/Personnel/Item	Program Description & Sustainability
External Providers	<p>External provider (Wayne RESA) will provide two academic coaches (one ELA and one math) to work with teachers two days per week per coach to support and assist teachers in instructional methodology. A leadership coach will be provided one day per week to support the principal or designee with implementation of the SIG. These providers will be onsite to provide assistance to teaching staff, duties will include, but not limited to: observing current teaching methods, support data from assessments given on a periodic basis, helping coordinate instructional practices with staff, and assisting teachers with aligning current curriculum to state standards. Professional development opportunities will be provided with the teachers and coach collectively on a regularly monthly basis in addition to what is required by the district/state.</p>
School Assessment Tools	<p>Zangle, CLASS A Data Warehouse, Study Island, Scantron, MEAP Item Analysis, EXPLORE</p> <p>Development or implementation of common assessments in each core subject. Using tools like Scantron and Study Island which are already available as well as introducing Class A, once implemented,</p>

	<p>all will be aligned with instruction and made available to staff. Using Marzano's Nine teachers will frequently implement prescribed strategies.</p> <p>Staff will continue practice of reviewing MEAP Item analysis to make decisions to guide instructional practices/processes.</p> <p>EXPLORE is used to gauge student progress in the eighth grade.</p>
Re-teaching of the common core	<p>The e2020 or similar computer based program will be set up in a dedicated lab environment to help students who either need more time, need additional help or must regain coursework in specific classes. This will include 25 computers and an onsite person to run the lab daily. Once items are purchased for the lab sustainability can be ensured through proper maintenance and technical support. Students will have extended learning opportunities to use Study Island (at school and home) to build common core knowledge. This lab would also be used to provide extended learning opportunities before and after school.</p>
21 st Century Technology	<p>Purchase of netbooks (or similar) and graphing calculators for each student in the school. This provides the students with the ability to continue their learning experience outside of the classroom/school environment. Once items are purchased for the technology sustainability can be ensured through proper maintenance and technical support. These materials would be utilized in the common core to allow for continuous access to classroom teacher, information, assignments, etc. to be completed and submitted from home.</p>
Curricular Materials	<p>Purchase of updated textbooks/CD-ROM books for common core classes. Once items are purchased the technology sustainability can be ensured through proper maintenance and technical support.</p> <p>Purchase the <i>Criterion</i>® Online Writing Evaluation service from ETS a web-based instructional tool that teachers use with students to help them plan, write and revise essays guided by instant annotated diagnostic feedback and a holistic score.</p> <p>These curricular materials are enhanced with the 21st century technology to extend students learning opportunities beyond the school day.</p>

Extended Learning Experiences	<p>Educational opportunities for increased learning in the common core will be provided through a combination of before school, after school, extending the school year, and before the school year begins. These opportunities will enrich the curriculum to increase student achievement, specifically in ELA and mathematics. Integrate in technology- E2020, web based instruction.</p> <p>Harper Woods Middle School, starting in the 2010-2011 school year has revised its schedule for students to include more time in the Common Core Curriculum during the traditional school day. The Harper Woods Board of Education and EA have mutually agreed to provide approximately 120 additional hours of student instruction.</p> <p>These extended learning opportunities will be in partnership with Harper Woods families and the business community. These opportunities will be partially supervised and presented by all stakeholders. This allows learning to extend beyond the school walls for not only the students, but also the families within the community. The staff will work toward increasing the commitment and participation of the community within the schools.</p>	
Professional Development	<p>Professional development opportunities for teachers and administrators.</p> <p>Staff to be trained on new technology as a resource to implement the common core.</p> <p>Develop a systemic schedule of professional development activities. This schedule will include introduction of Marzano's Nine strategies.</p> <p>The staff will also begin transitioning to a PLC.</p> <p>Professional development on the implementation of CLASS A as the district wide data warehouse system.</p> <p>Continuous PD will occur between teachers and teacher coaches on a monthly basis. In addition the district provides five days of PD.</p> <p>Classroom instructional practices will be coherent.</p>	
School Improvement Grant Coordinator	<p>The School Improvement Grant (SIG) Coordinator will be responsible for direct oversight and coordination of support. The side by side support provided by the SIG Coordinator in conjunction with coaching and leadership planning, provided by external providers, will build the capacity for the achievement of both short and long term school improvement goals as reflected in the building school</p>	

	improvement plan. The coordinator will participate in activities provided by service providers, including attending training sessions. As the liaison between service providers and the district he/she will provide feedback to the service providers as needed. The grant coordinator will also serve as a parental involvement coordinator to build relationships and strengthen current parent participation in programs including parent outreach and sustain current community partnerships while building new ones. The Coordinator will monitor the curricular progress with the use of data for the school. The SIG Coordinator will support the implementation of all interventions related to the grant and make certain they are implemented according to the grant timeline.
IT Support Personnel	Personnel to support the integration, implementation and technical support for technology in the middle school. This includes the set-up and maintenance of technology throughout the grant implementation.
Dean Of Students	<p>Develop and implement to ensure practice of Positive Behavior Support (PBS) to help strengthen school culture in the middle school.</p> <p>PBS will allow staff at Harper Woods Middle School to implement a behaviorally-based systems approach comprised of three essential elements: Systems, data, and practices that produce outcomes that will enhance the school's capacity to design effective proactive learning environments where learning can occur. The analysis of data based on the decision making of using both formative, summative and demographic data will be used to guide behavior and academic progress.</p> <p>The Dean of Students will serve as a liaison between the school and community.</p>

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

Harper Woods Middle School SIG Implementation Timeline

Timeline-Year One

July	Start researching intervention model ideas
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	<p>Look for providers for intervention models</p> <p>Begin process for creating job titles and job postings for new hires</p> <p>Begin process for hiring new Middle School Principal and Dean of Students</p>
August	<p>Review application response</p> <p>Select needed interventions based off of the response</p> <p>Start hiring process for new intervention models as needed (Grant Coordinator, Academic Coach, Teachers, Para-Professionals, etc.)</p> <p>Hire Middle School Principal</p> <p>Provide community outreach opportunities at the school</p>
September	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Development of a PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Survey stakeholders regarding desired family oriented extended learning opportunities</p> <p>Hire the Dean of Students</p>
October	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>PBS assessment</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Development of a PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p>

	Meeting with Administration and EA on the development of evaluation tools to meet state statute
November	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Development of a PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>
December	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Development of a PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>PBS assessment</p>
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March	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Development of a PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>PBS assessment</p>
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Timeline-Year 2

July	Grant Coordinator and Academic coach will work with school staff to review longitudinal data,
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	<p>perceptual data, program evaluations and resource catalogue analysis. Grant Coordinator and Academic coach will provide support in the following areas: Using data to drive instruction, implementing best practices in teaching math, implementing best practices in special education and embedding technology into instruction. Curriculum alignment will be reviewed and new teachers will be oriented into the process.</p> <p>Assess PBS implementation</p> <p>Hire new staff, including certified teacher for reading/math intervention classroom/program</p> <p>Provide any new hires proper instructional training and professional development necessary to implement interventions</p>
August	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>
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	<p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p>
April	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>
May	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>PBS assessment</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p>
June	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p>

	<p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Meeting with Administration and EA on the development of evaluation tools to meet state statute</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>
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Timeline-Year 3

July	<p>Grant Coordinator and Academic coach will work with school staff to review longitudinal data, perceptual data, program evaluations and resource catalogue analysis. Grant Coordinator and Academic coach will provide support in the following areas: Using data to drive instruction, implementing best practices in teaching math, implementing best practices in special education and embedding technology into instruction. Curriculum alignment will be reviewed and new teachers will be oriented into the process.</p> <p>Assess PBS implementation</p> <p>Hire new staff</p> <p>Provide any new hires proper instructional training and professional development necessary to implement interventions</p>
August	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>
September	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p>

	<p>PBS assessment</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Survey stakeholders regarding desired family oriented extended learning opportunities</p>
October	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p>
November	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>PBS assessment</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>

December	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p>
January	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>PBS assessment</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>
February	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p>

March	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>PBS assessment</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Provide community outreach opportunities at the school</p>
April	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>
May	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p>

	Continuous monitoring of student data on a regular basis through multiple assessment tools
June	<p>Grant coordinator and academic coach will work with school staff with aligning materials and assessments to the curriculum and implementing pacing guides.</p> <p>PBS assessment</p> <p>Provide community outreach opportunities at the school</p> <p>Instructional staff will attend staff meetings in conjunction with the academic coach to focus on instructional practices</p> <p>Academic coaches will attend staff meetings as needed</p> <p>Systematic professional development utilizing Marzano's Nine</p> <p>Implementation of PLC</p> <p>Continuous monitoring of student data on a regular basis through multiple assessment tools</p> <p>Conduct quarterly meeting with the Grant Coordinator, district personnel, and Superintendent to review results to date</p>

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

Harper Woods Middle School-School Improvement Plan

See Attachment- Harper Woods Middle School SIP

Goal: All students will become proficient writers

Measurable Objective: Gathering baseline data in order to measure increases in students writing proficiency based on the ACT writing rubric

Goal: All students will become proficient in math

Measurable Objective: Harper Woods Middle School will maintain AYP and 10% of the non proficient students on the math MEAP will become proficient. Proficient students will maintain/increase proficiency level(s)

Goal: All students will become proficient reading

Measurable Objective: The school will continue to make AYP. 10% of the non proficient students will become proficient on the MEAP reading test. 10% of the non proficient African-American students will become proficient, therefore closing the achievement gap between African-American and Caucasian students. Proficient students will maintain/increase proficiency levels(s).

Harper Woods Middle School annual goals

(i) Raise student proficiency in reading and math

FY 2009/10 Baseline Data	FY 2010/11	FY 2011/12	FY 2012/13
69% of all students scored proficient levels on the reading portion of the MEAP	73% or more of all students will score proficient levels on the reading portion of the MEAP	82% or more of all students will score proficient levels on the reading portion of the MEAP	91% or more of all students will score proficient levels on the reading portion of the MEAP
49% of all students scored proficient levels on the math portion of the MEAP	55% or more of all students will score proficient levels on the math portion of the MEAP	67% or more of all students will score proficient levels on the math portion of the MEAP	89% or more of all students will score proficient levels on the math portion of the MEAP

(ii.) Significantly decreasing the percentages of students who are “declining in proficiency”

FY 2009/10 Baseline Data	FY 2010/11	FY 2011/12	FY 2012/13
26% of all students declined in reading proficiency from the fall 08 MEAP	21% or less of students will decline in reading proficiency from the fall 09 MEAP	15% or less of students will decline in reading proficiency from the fall 10 MEAP	10% or less of students will decline in reading proficiency from the fall 11 MEAP
69% of all students declined in math proficiency from the fall 08 MEAP	49% or less of students will decline in math proficiency from the fall 09 MEAP	25% or less of students will decline in math proficiency from the fall 10 MEAP	10% or less of students will decline in reading proficiency from the fall 11 MEAP

(iii.) Significantly decreasing the achievement gaps seen in subgroups identified as part of NCLB

By the 2012/13 school year there will be a 10% or less proficiency discrepancy between NCLB subgroups.

6. **NOT APPLICABLE**- The LEA does not have any Tier III schools.

7. **NOT APPLICABLE** - The LEA does not have any Tier III schools.

8. In support of the grant application, staff meetings have been held with the middle school staff. Additionally, two staff members are part of the grant writing team, and the entire staff is being informed of the application development via email communications over the summer. The SIG opportunity was also discussed with the Secondary Parents Club and the Harper Woods Dad’s Club in late May. Additionally, the grant development has been an agenda item at two Board of Education Workshops. The President of the EA participated in the review of the SIG application and there is a letter of agreement regarding support of the SIG application between administration and the EA.

C. BUDGET: An LEA must include a budget that indicates the amount of

school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve:

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL *Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

8/16/10

SIGNATURE OF LEA BOARD PRESIDENT



Date

8/16/10

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	66,870
Student Data	
Dropout rate	N/A
Student attendance rate	Daily 93.54%
For high schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	662 during 2009/10
Number of students involved in disciplinary incidents	151
Number of truant students	45 (More than 18 absences for the year)
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Tenured 100% satisfactory
Teacher Attendance Rate	94% daily attendance rate

LEA Application Part II

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

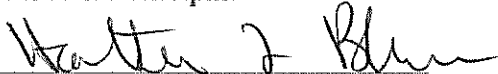
FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Harper Woods Middle School Building code- 9753	District Name and Code The School District of the City of Harper Woods School District Code- 82320
Model for change to be implemented: Transformational Model	

School Mailing Address: 20225 Beaconsfield Harper Woods, MI 48225	
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Contact for the School Improvement Grant: Name: Mr. Todd Biederwolf Position: Superintendent Contact's Mailing Address: 20225 Beaconsfield Harper Woods, MI 48225 Telephone: (313) 245-3016 Fax: (313) 839-1249 Email address: todd.biederwolf@hwoods.k12.mi.us

Principal (Printed Name): Heather Blum	Telephone: 313-245-3084
Signature of Principal: X 	Date: 8-16-10

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.
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SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Grade: 8th

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	74%								
Race/Ethnicity	73%								
Students with Disabilities	53%								
Limited English Proficient (LEP)	N/A								
Homeless	N/A								
Neglected & Delinquent	N/A								
Migrant	N/A								
Gender	79%								
Male	73%								
Female	86%								
Aggregate Scores	79%								
State	83%								

Grade: 8th

Percent of Sub-group meeting State Proficiency Standards

Group	Math		
	Year1	Year2	Year3
Social Economic Status (SES)	43%		
Race/Ethnicity	42%		
Students with Disabilities	0%		

Limited English Proficient (LEP)	N/A		
Homeless	N/A		
Neglected & Delinquent	N/A		
Migrant	N/A		
Gender	49%		
Male	42%		
Female	58%		
Aggregate Scores	49%		
State	70%		

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	143	76	67	68	105	36	1		
Race/Ethnicity	153	84	69	71	119	26			
Disabilities	38	36	2	9	19	18	1		
LEP									
Homeless									
Migrant									
Gender									
Male	119	58	61	57	98	26	2		
Female	94	46	48	16	23	19	0		
Totals									

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	143	1	0	142	58	42
Race/Ethnicity	153	1	0	152	61	34
Disabilities	38	0	0	38	10	3
LEP	N/A					
Homeless	N/A					
Migrant	N/A					
Gender						
Male	119	1	0	118	32	16
Female	94	1	0	93	29	26
Totals						

Enrollment and Graduation Data – All Students

Year: 2009/2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	78	N/A					
1	77						
2	73						
3	88						
4	88						
5	96						
6	103						
7	99		30		1	11	98
8	114		30		0	11	114
9	117						
10	139						
11	119						
12	88						

Number of Students enrolled in Extended Learning Opportunities

Year: 2009/2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	0			
7	N/A	0			63
8	N/A	0			114
9	N/A	0			115
10	N/A	0			139
11	N/A	0	28	16	119
12	1	0	32	22	88

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at:
www.mi.gov/schoolimprovement.

X General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	X Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	X Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	X Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement .			

SECTION II: COMMITMENT

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Harper Woods Middle School staff and the District School Improvement Team worked collaboratively throughout the year to create a comprehensive school improvement plan. The need for changes in the plan have been discussed and received support during staff meetings throughout the year.

The timeline for the SIG did not allow for a review by the entire staff. These changes however were a product of a committee made up of both administrators and representative teachers of Harper Woods Middle School and EA leadership. The changes proposed have broad support.

The Harper Woods Educational Association is in support of the application submission.

Staff is excited about the opportunity this application represents and committed to an effective implementation that will in a short period of time enable both teaching and learning to occur at a higher level.

2. Explain the school's ability to support systemic change required by the model selected.

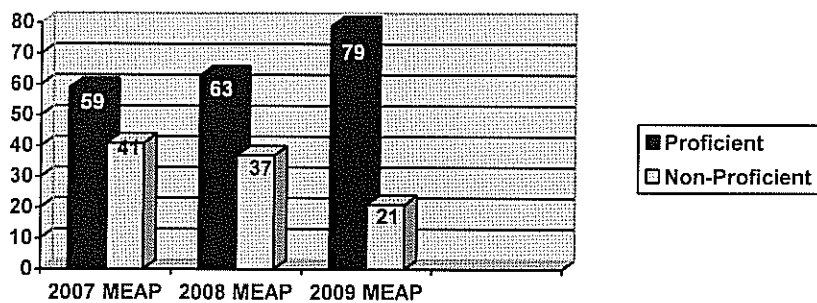
Systematic change required by the transformational model will be supported by the creation of PLC's, research/evidence based strategies following Marzano's Nine will be incorporated into the middle school instructional practices, the installation of additional technology (computers, graphing calculators, student response systems, netbooks) and restricting staff responsibilities. Much of the student discipline and lunch room duties assigned to the Principal will be assigned to others in order to restructure their time to monitor student learning. The school day will be extended to provide additional instruction learning opportunities for identified students.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

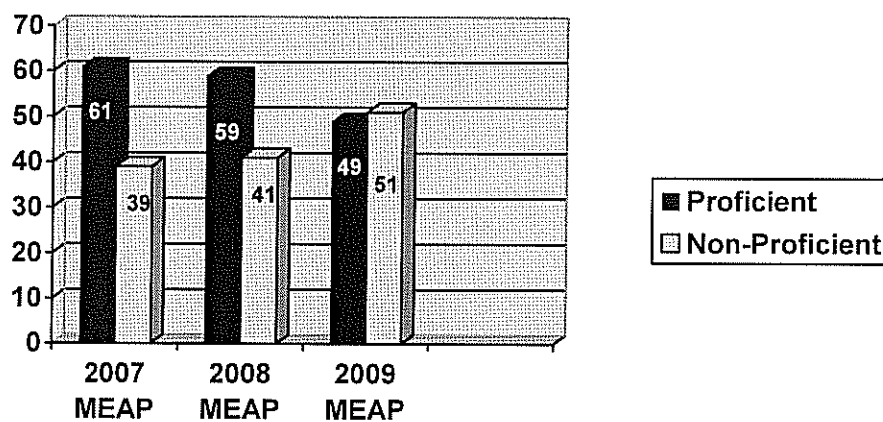
Group/Grade	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
	2007	2008	2009	2007	2008	2009	2007	2008	2009
	58%	63%	78.9%	54%	61%	N/A	58.4%	63.8%	N/A

Group/Grade	Math		
	Year1	Year2	Year3
	2007	2008	2009
	60.8%	58.5%	49.1%

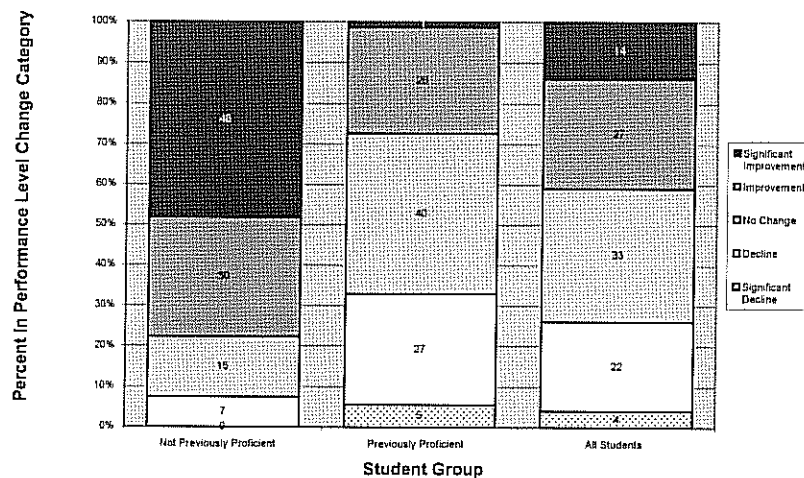
Harper Woods Middle School Reading MEAP Scores

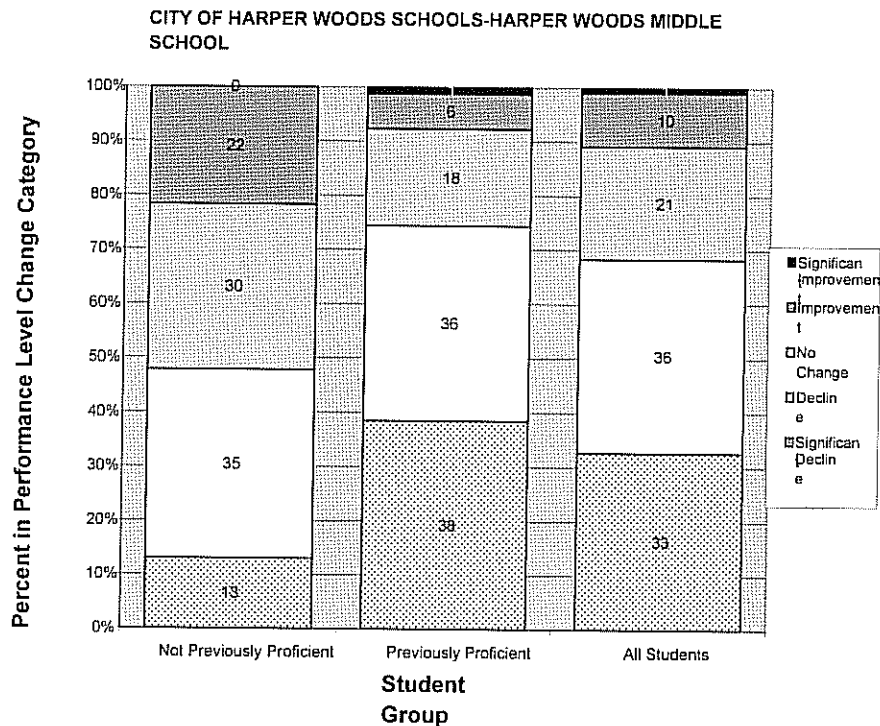


Harper Woods Middle School Math MEAP Scores



CITY OF HARPER WOODS SCHOOLS-HARPER WOODS MIDDLE SCHOOL





See the attached Harper Woods Middle School SIP

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Harper Woods Middle School is committed to research based and data driven instructional practices. The staff will utilize formative and summative assessments (Including the Scantron Performance Series which students are assessed with three times a year) along with teacher developed common assessments. The staff will use the MEAP item analysis and CLASS A (student warehouse system) to monitor and adjust instruction in ELA and Math. The eighth grade content expectations will be assessed on the EXPLORE results.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

With the development and implementation of PLC's the school will develop a schedule that promotes collaboration. Staff will participate in weekly meetings that review and discuss student progress. Academic scheduling is under consideration to allow for common planning time.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

We have reached out to parents by developing a parent involvement network that provides a platform for teachers, parents and administrators to share ideas. We have community forums so members of the community can provide their input. Wayne RESA has been a constant supplier of new ideas and initiatives and we look forward to their continued support throughout this improvement process.

A partnership has been formed with Community Assessment Referral and Evaluation (CARE) to assist in Health/substance abuse education, and social work services for our students.

Partnership with the Harper Woods Police and Fire Department, elected officials, CARE and the Family Center to form a district/community wide Crisis Team.

Use of Parent Connect within Zangle to inform parents/guardians of student progress

Use of voice dialing software to inform the families of district updates

Provide updates to the community by using the electronic bulletin board

Partnership with community civic organizations-Lions Club, Dad's Club, and Youth Advisory Committee

Partnership with civic offices and organizations with the Community Forum meetings

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.
 - The staff at Harper Woods Middle School is committed to implement strategies to increase teacher and leader effectiveness, with the overall goal of increasing student achievement and learning opportunities. The middle school will utilize the Michigan Department of Education's continuous model of school improvement as a guide in the process. The proposed activities described in Section III address all required and some permissible components of the Transformational Model.
 - The creation of a student-centered learning culture will be accomplished by engaging students in rigorous academic strategies featuring differentiated instruction with cross-curricular activities, and focusing on building literacy skills in all content areas. Through the research-based/evidence based/data-driven common assessments (both summative and formative) that will identify struggling students and prescribe prompt intervention strategies. Included among those interventions are extended learning opportunities for students provided before and after school as well as during the summer.
 - Harper Woods Middle School is also committed to increased awareness, involvement, and outreach to both the extended school family and the community at large. Student Service Center staff will be available to students and their families to help understand and cope with issues that can affect student focus. The increased monitoring of attendance and

disciplinary issues will help mitigate those problems. Harper Woods Middle School will become a center for educational and community information.

- Harper Woods Middle School will increase communication and cooperation amongst all stakeholders in the transitioning of students from the elementary to middle school and middle school to high school. To achieve this direct communication and surveys will be completed by parents, students and stakeholders. A student and parent/guardian will be included on the school improvement team. Parent/Teacher conferences will be held on two occasions throughout the year. The middle school staff works with families by providing flexible meeting times with parents/guardians before/after school. Special times will be scheduled for such things as, Science Fair, math/ELA curriculum night and MEAP preparation.
- Technology will be utilized in the common core to allow for continuous access to classroom, teacher, information, assignments, etc. to be completed and submitted from home.
- Harper Woods Middle School will use Class A Data Warehouse system to analyze and disaggregate student data. Harper Woods Staff members will use formative and summative assessments to monitor student academic progress. Scantron and teacher developed common assessments will be used to identify student intervention opportunities. The SIG Coordinator will monitor student progress and meet with staff on a regular basis to determine research/evidence (Marzano) based intervention strategies based on the Common Core Curriculum.
- MEAP data will be used to assess student progress at the seventh grade level and used to evaluate the alignment of instruction with the Common Core Curriculum. EXPLORE data will be used to assess student progress at the eighth grade level and used to evaluate alignment of instruction with the Common Core Curriculum. Both the MEAP and EXPLORE will be key to promoting continuous use of student data to inform instruction.
- Discussions regarding the gathering of student data as it pertains to teacher evaluations continue between administration and the EA. A signed Letter of Agreement is included at the conclusion of this grant application. These discussions and decisions are included in the Year 1 Timeline.
- Professional development will be a key part of Harper Woods Middle School's approach to improving student academic achievement. In the developmental stages are strategies to implement Professional Learning Communities (PLCs) based on DuFour's work. Professional Development will focus on new technology to serve as a resource to help enhance the common core curriculum. A systemic schedule of professional development activities will be scheduled that will include introduction of Marzano's Nine Strategies. Professional development on the implementation of the school's student data warehouse system Class A will be provided. Continuous and ongoing professional development will occur between teachers and academic content coaches on a monthly basis. In addition the school will provide five days of professional development activities (Marzano, DuFour).

- Harper Woods Middle School, starting in the 2010-2011 school year has revised its schedule for students to include more time in the Common Core Curriculum during the traditional school day. The Harper Woods Board of Education and EA have mutually agreed to provide approximately 120 additional hours of student instruction.
- Mandatory before and or after-school re-teaching of Common Core Curriculum will be implemented for students identified as having difficulty in the areas of math and/or literacy. Mandatory re-teaching of Common Core Curriculum will also be provided during the summer months for students identified as having difficulty in the areas of math and/or literacy.
- Harper Woods Middle School is committed to continue the recruitment and retention of highly qualified teachers.
- Harper Woods Middle School provides a building/program orientation for all students and families prior to the first official student day of instruction. During this orientation students/families experience a daily student schedule and receive information regarding the expectations of middle school programs.
- The SIG Coordinator in conjunction with the Middle School Principal will assure the operational flexibility of the implementation of the SIG and the building SIP. The Harper Woods Middle School staff has shown a willingness to adapt their educational approach for the benefit of student learning. Teachers will be supported in their efforts to use new materials, try various research based methods, and assess students in new ways. The SIG Coordinator will be responsible for the coordination and facilitation of the before and after school and summer extended school year opportunities.
- Approved external providers- Ongoing technical assistance will continue to be provided in the form of content coaches and Principal leadership coach provided by Wayne County RESA, an approved external provider. The search for other external agencies, whether educational, health related, community based, etc. will continue throughout the grant process.

2. Explain how the school will use data to inform instruction

- Harper Woods Middle School will use Class A Data Warehouse system to analyze and disaggregate student data. Harper Woods Staff members will use formative and summative assessments to monitor student academic progress. Scantron and teacher developed common assessments will be used to identify student intervention opportunities. The SIG Coordinator will monitor student progress and meet with staff on a regular basis to determine research/evidence (Marzano) based intervention strategies based on the Michigan Common Core Curriculum.
- MEAP data will be used to assess student progress at the seventh grade level and used to evaluate the alignment of instruction with the Common Core Curriculum. EXPLORE data will be used to assess student progress at the eighth grade level and used to evaluate alignment of instruction with the Common Core Curriculum. Both the MEAP and EXPLORE will be key to promoting continuous use of student data to inform instruction.

- Discussions regarding the gathering of student data as it pertains to teacher evaluations continue at the Board of Education and union level. Steps to remove leaders and staff that have not increased student achievement are being discussed. A signed Letter of Agreement is included at the conclusion of this grant application. These discussions and decisions are included in the Year 1 Timeline.
 - The SIG Coordinator in conjunction with the Middle School Principal will assure the operational flexibility of the implementation of the SIG and the building SIP. The Harper Woods Middle School staff has shown a willingness to adapt their educational approach for the benefit of student learning. Teachers will be supported in their efforts to use new materials, try various research based methods, and assess students in new ways. The SIG coordinator will be responsible for the coordination and facilitation of the before and after school and summer extended school year opportunities.
3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The SIG Coordinator, a position to be newly created, is going to be the main overseer of the school improvement grant. Specific job responsibilities include, but are not limited to, oversee the implementation and budget, and work with the provider list, reports on the progress of the SIG, assist in the integration of technology, and be responsible for the coordination and facilitation of the before and after school and summer extended school year opportunities. The Superintendent of Schools, Todd Biederwolf, will assist in the oversight and implementation of the grant. The SIG Coordinator will dedicate 75% of his/her time to the SIG and the Superintendent will dedicate 15% of his time to the oversight of the grant. Both the SIG Coordinator and the Superintendent will work collaboratively to fulfill all requirements of the SIG.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.
- Coordinator in order to fully implement the SIG. The external providers will offer technical expertise in implementing a variety of components of the Transformational Model. These individuals will provide job embedded professional development, help to create a safe school environment to meet the students' social and emotional needs, design equitable evaluation systems that rely on student achievement. The SIG Coordinator will coordinate the efforts of technical assistance and the external providers.
 - Our external provider, Wayne County RESA, will work in providing academic content coaches and Principal Leadership Coach and professional development

activities throughout the duration of the grant. Additional providers and or resources will be utilized as needed throughout the duration of the grant.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties – principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 	X	X X X X X X X X X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years)		X	
Content			
• Schedule		X	
• Length		X	
• Financing		X	
• Instructors		X	
• Evaluation		X	
• Mentoring		X	
Budgeting			

School funding allocations to major spending categories		X	
• School staff input on allocation			
• Approval of allocation		X	
• Change of allocation midyear			X
Major contracts for goods and services		X	
• Approval process streamlined			
• Restrictions (e.g., amounts, vendors)	X		
• Legal clarifications	X		
• Process	X		
• Stipulations (e.g., targeted vs. unrestricted spending)	X		
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences		X	

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998